

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Robert Sittig

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Baltic Elementary School

(As it should appear in the official records)

School Mailing Address 1 Bulldog Avenue PO Box 309

(If address is P.O. Box, also include street address.)

City Baltic State SD Zip Code+4 (9 digits total) 57003-0309

County Minnehaha County State School Code Number* 460468000035

Telephone 605-529-5464 Fax 605-529-5443

Web site/URL http://www.balticschool.org E-mail robert.sittig@k12.sd.us

Twitter Handle NA Facebook Page NA Google+ NA

YouTube/URL NA Blog NA Other Social Media Link NA

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Robert Sittig E-mail: robert.sittig@k12.sd.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Baltic School District 49-1 Tel. 605-529-5464

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Ronald Krogstad
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☒ Small city or town in a rural area
 - ☐ Rural
3. 12 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	9	29	38
K	22	19	41
1	18	14	32
2	16	13	29
3	25	18	43
4	19	14	33
5	17	15	32
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	126	122	248

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 4%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1	233
(5) Total transferred students in row (3) divided by total students in row (4)	0.039
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 1 %
2 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish, Creole
8. Students eligible for free/reduced-priced meals: 14 %
 Total number students who qualify: 35

Information for Public Schools Only - Data Provided by the State

The state has reported that 26 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 9 %
24 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>3</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Baltic Elementary School is a partnership of students, parents, staff and community members whose mission is to prepare students for future academic and career success.

PART III – SUMMARY

Baltic is a community of approximately 1,100 located 15 miles north of Sioux Falls, the largest city in South Dakota. The original settlers of Baltic were of Norwegian ancestry, and many of the present day residents have strong Scandinavian roots.

Baltic was predominantly an agriculture-based community through the 1980's. With the decline of the family farm and the growth of the Sioux Falls metropolitan area, Baltic evolved into a bedroom community with the majority of parents commuting to jobs in Sioux Falls.

The community of Baltic is predominantly Caucasian with little racial or ethnic diversity. The average age of Baltic residents is 32 years of age, which means the community is young with a high percentage of families having children in elementary school.

The socio-economic status of the average Baltic family is middle class with a high percentage of families having both parents working outside the home. While exact statistics are not available, the typical family has at least one parent with some post-secondary education including college degrees, but there are very few residents with professional degrees.

As with many small rural communities, traditions and milestones revolve around school activities and events. Each school year begins with Baltic Elementary students and parents attending the Back to School Open House where they meet their teacher, tour the school, and get geared up for the first day of school. Homecoming is the next big event as the entire community comes together for a parade, pep rally, supper and everyone PK-adults come together to cheer the Bulldogs on to a victory.

While our primary purpose is the academic achievement of our students, we place great emphasis on developing community involvement and responsibility. This includes our annual observance of Veteran's Day, our annual service project that has varied from food and clothing drives to supporting our local volunteer fire department to each grade making centerpieces for the Veteran's Hospital in Sioux Falls. We also conduct annual fundraisers for charitable causes such as the local food bank, Jump Rope for Heart, and Pennies for (Cancer) Patients. Through these activities our students learn the importance of serving their community and helping those less fortunate.

Baltic Elementary believes the main purpose of an elementary school is to build a strong foundation for future academic and career success. To that end, we have chosen to focus on the basics of developing strong reading and math skills. One of the main strategies used to achieve this goal is a commitment to small class sizes. Our enrollment per grade ranges from 28-41 divided into two sections, and the low teacher to student ratio allows our classroom teachers to provide individual attention to students so that no one falls through the cracks. Our Student Assistance Program (SAP) Team meets regularly to discuss struggling students and to suggest strategies for the classroom teacher to meet the child's needs. In addition, our commitment to meeting the individual needs of students was never more evident when we lost all of our Title I funding for a period of four years, and the district chose to provide Title I type remedial instruction using other funds until Title I funds were restored.

Our commitment to student academic success begins at an early age with our district run pre-school. Nine years ago our district made the financial commitment to running a pre-school for children ages 3 and 4 so that they would enter kindergarten primed for academic success. Our pre-school program has allowed us to begin developing academic and social skills at a young age and has led to students better prepared to enter kindergarten.

Baltic Elementary also believes in developing the full potential of all students. In our K-12 district, we have one of the lowest counselor to student ratios in the state with 1.8 FTE counselors for 460 students. Our elementary counselor conducts weekly classroom guidance sessions with every class incorporating the Character Counts curriculum to develop students with a strong moral compass and civic responsibility. In addition, this low counselor to student ratio allows us to provide individual and small group counseling to

address issues that inhibit student success. We have also implemented a PBIS (Positive Behavior Interventions and Support) program to provide a positive school culture and climate in which students can thrive and find success.

It is the philosophy of Baltic Elementary that parent involvement is essential to high student achievement. To promote parent involvement, we have our annual open house, semi-annual parent-teacher conferences, weekly and monthly newsletters, parent volunteers in the classroom, on-line access for parents to monitor student progress, and a very active Parent-Teacher Organization that provides support to our students and staff.

In summary, Baltic Elementary uses a combination of small class sizes, a well-balanced curriculum focusing on the basics taught by an outstanding teaching staff, a positive school environment, and strong parent involvement, to effectively fulfill our mission of preparing students for future academic and career success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Baltic Elementary School has accepted the Common Core Standards as adopted by the South Dakota Department of Education. Classroom teachers have attended all six levels of the Common Core training provided by the South Dakota DOE.

Reading: Kindergarten reading skills are taught through the use of Animated Alphabet. This program lays the foundation of letters and sounds and how they are used in reading, writing, and spelling. The Reading Street Series used in the elementary is a skills based reading series that is used in grades 1-5. Each week at least two reading skills are taught or reviewed. Skill-based instruction ensures that a good amount of instructional time is dedicated to teaching students how to read, think, and comprehend text in all subject areas. Skill-based instruction will move students toward independence and teach them how to think at high levels, solve problems, and perform on various academic tasks with great success.

A teacher's role in skill-based instruction is to: set high expectations, facilitate skill practice, and support all students so they can be successful. Basically teachers become more like coaches leading a team. Skills are taught each and every week and practice (in all content areas) is given to use those skills to improve comprehension. The teacher's goals are to introduce a skill, model it, and ask students to practice those skills.

Skills based reading instruction results in better comprehension. Along with comprehension, the teacher at Baltic Elementary stress fluency. Reading fluency is a huge part of reading comprehension. If students have to spend their time and energy decoding the text, then comprehension suffers. Fluency includes reading words quickly, accurately, and with expression. Having automaticity in reading means students are quick and accurate in recognition of letters, sounds, and words. This frees up their cognitive resources to process meaning of the text. Students below the researched based fluency guidelines are given intensive instruction to increase their decoding skills through guided reading, additional Title I time, or small group instruction. Students achieving beyond the guidelines are given challenging reading and accelerated in their reading lessons.

Language/Writing: The Baltic elementary teachers have placed a high level of importance to teaching their students how to write. Writing has become an intricate part of the curriculum as students are now expected to write and explain their thinking in all subject areas. The Write Traits is the curriculum used in the elementary. This focuses on the six traits of writing which are ideas, organization, voice, word choice, sentence fluency, and conventions. Students are taught how to write narrative, opinion, and persuasive essays as outlined by the common core standards. Language skills are taught separately and then applied by the students in their individual writing.

Math: The math curriculum is based on the Envisions Math Series and includes the eight standards of mathematical practice. This series is a complete Common Core curriculum. Teachers engage students with the use of the technology provided by the series including videos about real life examples. An important part of Common Core is having students use higher level thinking skills to solve problems in more than one way and justify their thought process. Along with whole class instruction, students are encouraged to work in groups to share ideas and foster their own learning. When necessary teachers work with individual students to reinforce skills being taught. Typically, 60-90 minutes per day is spent on math instruction.

Content Area Subjects: Science and Social Studies:

Science and social studies curriculum is taught on a regular basis. Common core emphasizes literacy in the content areas by stressing the importance of informational reading. Reading skills such as main idea and detail, drawing conclusions, and cause and effect are intertwined in the curriculum. Citing text evidence and using text features such as headings, captions, charts, timelines, and diagrams are pivotal skills that are taught in our science and social studies curriculum. Leveled readers are used in both social studies and science to enhance the students' understanding of the concepts.

Pre-School

Our preschool classroom offers a curriculum that consists of math, language and literacy, cognitive, science, social studies, creative arts, physical development and social emotional. While using the Creative Curriculum, Teaching Strategies Gold, The Head Start Child Development and Early Learning Framework, and South Dakota's Early Learning Guidelines, our preschool classroom is able to align their standards with that of the K-3 academic standards. Because of the alignment, students that attend our preschool are able to enter the kindergarten classroom with the foundations and fundamentals that are needed to make them a successful student for the year to come. After collaboration with the kindergarten staff, it is evident through assessments and kindergarten screening that students show multiple kindergarten readiness skills that are not always evident in those that attend preschool outside of our district.

2. Other Curriculum Areas:

Baltic Elementary provides additional curriculum in addition to the core curriculum so that our students receive a well-rounded education.

Visual Arts: Baltic Elementary recognizes the value of visual arts in developing the "whole child." To achieve that goal, Baltic Elementary students have one thirty-minute session every other week with our K-12 art teacher. During that time, students are introduced to various art forms and mediums, and they have the opportunity to create drawings and other projects. Student work is then displayed prominently in our school hallways and commons. In addition, classroom teachers do visual and creative art projects in their classrooms most often centered on seasons and holidays. Art instruction is an integral part of the education of our students, and student work products make our school an attractive and warm environment for learning.

Classroom Guidance: Baltic Elementary believes that an integral part of helping our students become better learners by providing a comprehensive school counseling program that includes responsive services, individual planning, systems support, and a classroom and school-wide guidance curriculum. Our elementary school counselor's guidance philosophy encourages growth in the areas of academic, personal/social, and career development based on the national standards developed by the American School Counselor's Association. These support systems are provided through a systemic array of curriculum, interventions, and services based on student needs. The elementary school counselor advises students individually and in small groups to help grow personally and socially. Additionally, the school counselor develops and delivers weekly 30-minute classroom guidance lessons in each of the K-5 classrooms that teach concepts such as making healthy decisions, resolving conflicts, managing feelings, dealing with peer pressure/bullying, social skill development, and respecting others.

Physical Education: The Baltic Elementary Physical Education curriculum revolves around lifelong fitness. We teach our students activities, which are able to be completed outside of the school setting. Students are also expected to complete a comprehensive warm-up every day in class. Every activity we do in class aims at getting a participation rate near 100%. A major focus of our curriculum is for students to learn strategies which combat obesity and poor physical health. We believe a successful student is a healthy student and we physical education strategies to that end.

Music: Baltic Elementary School has a vocal music program for all students in grades K-5. All students meet twice a week for 30 minutes with a certified vocal music teacher. Each student involved in the vocal program is exposed to, and given knowledge of, a wide variety of music genres and styles ranging from the Medieval Ages to the 21st century. There is a focus on learning to read music and an opportunity to play various instruments. Students also are taught how to perform for an audience and are provided numerous opportunities to perform for our local community. Our goal is for students to gain an appreciation for the role music plays in their individual lives and our world as a whole.

Library: We believe that reading is essential to academic and career success, and that is still important for students to learn library and research skills. To that end, all of our students have one 30-minute session per week in the library with our certified librarian during which they learn library and research skills, check out books for independent reading.

Computers/Technology: Elementary students engage in curriculum-related computer activities designed to support the common core standards. Kindergarten focuses on developing basic computer operation skills while reinforcing classroom instruction using the Starfall online reading program. First grade students use the Starfall online reading program and begin with IXL to reinforce reading and math instruction. Computers are used for creating simple painting and drawing projects, and reinforcing classroom instruction with a variety of web based learning environments. Second grade computer instruction includes the use of IXL for math and language skill reinforcement as well as beginning to use Microsoft Office for basic publishing projects. Third grade students begin to acquire keyboarding skills using Rapid Typing and other online keyboarding tutors. More detailed publishing and research skills are developed through the use of Microsoft Office and World Books Kids Online. Classroom instruction is reinforced using IXL and various online skills practice websites. First, second, and third grade use Word Book Kids Online and do limited web searches to do research to support classroom projects.

3. Instructional Methods and Interventions:

The Baltic Elementary School uses a variety of instructional methods. The school supports cooperative learning, which is a major portion of Common Core. Whole class group instruction, small group, and intensive individual instruction are used daily. Differentiated instruction is used to meet the needs of students. Along with the various instructional methods, teachers at Baltic Elementary adapt modifications and accommodations to assist struggling students, as well as modifying curriculum for the high level students. We have a variety of resources we use for differentiated instruction such as IXL, Moby Max, and Spelling City. In addition, we also use the Pearson Math series website to guide instruction and individualize lessons for students. All classrooms are equipped with Promethean boards that are used for daily instruction and 5th graders each have their own laptops to use in the classroom. Our teachers have been trained in teaching strategies with the Marzano theory. Using the Danielson Framework for effective teaching, our staff has had extensive training in the four domains. Each grade level have created curriculum maps which includes the Common Core Standards and a time line of instruction.

Our elementary school utilizes a variety of intervention techniques. One of these being the student assistance program (SAP). The SAP team is comprised of classroom teachers, school counselor, principal, and the special education teacher. The primary function of this team is to provide individual intervention support for struggling students, both academically and behaviorally. Our school strives to use research based interventions and track them using base line data and are continually monitored for progress or lack of. Based on the data, the interventions are then adapted so that the child may apply their skills in a variety of settings. Each classroom is also set up with their own behavior intervention system. This consists of both consequences for negative behaviors and incentives for positive behaviors. The Baltic Elementary staff works together to provide the best instructional and intervention methods to help our students be successful.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

First of all, it is important to explain why there is no data from the 2013-14 school year. In the spring of 2014, South Dakota chose to administer a practice Smarter Balanced Assessment based on the Common Core State Standards rather than the Dakota STEP assessment. Because it was a practice assessment, no individual, grade level, or school-wide results were reported.

When examining our assessment data, what jumps out is how our students consistently score at a high level in both math and English/language arts from grade to grade and year to year. For example, for the past five years our percentage of 3rd graders scoring a level three or above has ranged only from 81-89%. There have been no significant gains or losses in either math or English/language arts, and the consistency is a testament to our dedicated and talented teaching staff. It is also important to note that because of our size, an increase or decrease of 4-8% might only be 1-2 students. You would expect that much variation simply related to the differences in students from class to class.

Since there is not an achievement gap of 10 or more percentage points between the test scores of all students and any subgroup, that issue will not be addressed.

Since the advent of the Dakota STEP assessment and school report cards, South Dakota has named “Distinguished Schools” who meet criteria for exceptional test data. It is an impressive accomplishment that Baltic Elementary School was a South Dakota Distinguished School every year that award was presented.

More recently, the State of South Dakota began using a school accountability system called School Performance Index or SPI. Schools are rated on several factors including assessment data and attendance. Baltic Elementary’s SPI placed it in the “Status” category, which means it ranks in the top 10% of all South Dakota elementary schools.

In summation, Baltic Elementary School consistently achieves at a very high level and is well-deserving of being named a National Blue Ribbon School.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Baltic Elementary teachers are committed to improving school and student performance while continuing to share their academic achievement with parents and the community.

In previous years, parents were informed of their child’s Dakota STEP assessment results via a letter from the district. During staff in-services, the data was discussed and analyzed. Teachers identified areas of weakness in the reading and math curriculums. Plans were developed to address those needs. This year our students will take the Smarter Balance assessment. Once the results are shared, our district will analyze the data which will continue to drive and improve our instruction. Community members are informed of the testing results via the district profile on the school website.

In order to reach all learning types, each teacher assesses their students’ needs in a variety of methods. In K-2nd grade the teachers use the DIBELS reading assessment to track letter recognition, phonemic awareness and segmentation, as well as reading fluency and comprehension. Developmental Reading Assessment (DRA) is used to ensure that students are reading at their appropriate developmental level. Running records are used to check accuracy and reading fluency. Teachers in grades 3-5 use the Scott Foresman Reading Street Assessments to check their students’ fluency and comprehension. Moby Max and IXL are computer based programs used by teachers to address Common Core standards in math and ELA. These programs enhance instruction by teaching specific skills at the student’s individual level, allowing for differentiated instruction. Another way Baltic teachers assess students’ comprehension is through the use of the Accelerated Reading program. Baltic’s Title I program utilizes the STAR Reading and Math assessments along with DIBELS to help identify students at risk. These assessments are also used to chart

student gains in the areas serviced by Title I. Baltic Elementary teachers also use a variety of assessments coinciding with the Envisions math program.

Through continued use of assessment data, Baltic teachers are committed to reaching a high level of academic success for their students.

Part VI School Support

1. School Climate/Culture

Baltic Elementary believes that a positive school climate and culture is essential to student success. Students need to feel safe and valued so that they can grow academically, socially, and emotionally. To achieve that result, we chose to implement a PBIS (Positive Behavior Interventions and Support) Program. Baltic Elementary's PBIS Program begins with the "Bulldog Code," which defines expected behavior in the classroom, hallways, lunchroom, playground, on busses, and it also includes a strong anti-bullying component. At the beginning of each school, time is scheduled for staff to review the Bulldog Code and model expected behavior. Students exhibit appropriate behavior so they can earn "Bulldog Bucks," which they can use to purchase such things as pencils, erasers, stickers and snacks.

Another aspect of our PBIS Program is the behavior matrix that delineates inappropriate behavior and the consequences of student misbehavior. Clearly defining expectations for student behavior and the consequences of misbehavior has led to consistency in addressing inappropriate behavior.

A key component of our PBIS Program centers on our elementary school counselor. When a student misbehaves, our counselor works with the student to identify issues that may have contributed to the inappropriate behavior and uses it as a teaching opportunity to show what appropriate behavior should look like. The involvement of the counselor has led to fewer students repeating inappropriate behavior.

Another component of our PBIS Program is our recognition of a "Student of the Quarter" for each classroom. Each classroom teacher selects a SOTQ and writes a narrative of why the student is deserving of the award, and then the students are recognized at an all-school assembly. Students strive to be good, well-behaved students so they can be named SOTQ.

The components of our PBIS Program has led to a positive and orderly school environment, which has been essential to the academic success of our students.

The PBIS Program has contributed to an orderly and positive school environment that allows teachers to focus on their main objective, which is the academic success of their students. Teachers feel valued because they have been involved in the development and implementation of the PBIS program. Teachers feel supported because of the structure we have in place to reward positive behavior and address negative behavior. Given the small size of our school, all teachers have the opportunity to provide input. In addition we have a School Leadership Team that includes the principal, counselor, and classroom teachers that studies issues and develops solutions. The low turnover of elementary teachers is indicative that they feel valued and have the support that allows them to be effective professional educators.

2. Engaging Families and Community

A project based learning project was started by a class of second graders that envisioned a garden to help feed healthy food for their community. The class inherited a worm composting bin, and the visions of growing plants and food for the community. Another part of their idea was to involve the community in creating a raised bed garden for school and community to enjoy. They presented their vision to businesses, school staff, parents, city council, parents, and Minnehaha Master Gardeners. The students gathered enough donations from the community and grants to construct 31 raised bed garden located on a 35'x 185' area for the community to grow and enjoy the healthy food.

The Baltic School is a vital part of the Baltic Food Bank. As the Food Bank needs grow and change, the students and staff hold 3-4 food drives each school year. Student made signs and certificates are given to the Food Bank patrons. In the inaugural year of the school community garden, over 100 pounds of fruits and vegetables were donated to the Food Bank.

The Baltic Parent Teacher Organization (PTO) is an integral part of the community and school. This organization promotes the summer reading program, math enhancement summer practice, teachers'

requests for resources needed in their classroom, and field trip monetary needs. Most of the funds for the PTO are raised through a school-wide carnival.

The local American Legion and Auxiliary members are invited into classrooms as guests on Veteran's Day. Baltic students decorate placemats for the American Legion soup supper, write letters to Veterans, and attend and participate in the district's Veteran's Day program. Elementary students volunteer to serve cake and beverages to the veterans at the Veteran's Day soup supper. The community patriotism organization works with the school on an Americanism Essay Contest. As a year-long community outreach project, each month a class made centerpieces, posters, cards, and letters to the patients at the VA Hospital in Sioux Falls.

Parent volunteers are used in several primary Baltic School classrooms for a variety of activities. Some of the activities include working one on one with students, leading small group activities, reading to and listening to students read, reviewing math skills, and assisting with classroom projects.

The local volunteer fire department and the Baltic staff work together to educate the students on fire safety. Classrooms tour the fire department and watch an educational video on fire safety. Another extension of the classroom with the community is touring local businesses, such as dairy farms, apple orchards, greenhouses, bank, and seed companies.

Each month a school newsletter is posted on the Baltic School website. Staff members, as well as students, write articles relating to classroom happenings and events.

3. Professional Development

There are two parts to Baltic Elementary's professional development program; whole staff professional development and individual teacher professional development. Both parts are focused on increasing student achievement, improving instruction, or school-wide initiatives.

Baltic Elementary has a Leadership Team comprised of the principal and four teachers, and the Team meets periodically to plan professional development priorities. The Leadership Team considers student achievement data to identify strengths and weaknesses, and then it explores options for professional development activities. The Team also surveys the teaching staff to obtain their viewpoint on what our professional development priorities should be.

The State of South Dakota is offering professional development days for all school districts, which involves selecting from a list of professional development topics. The Leadership Team considers the state-sponsored topics along with the staff survey results and student achievement data to then set the professional development activities for that school year.

One example of how the professional development plan came together was during the 2013-14 school year. The State mandated that schools use a new teacher evaluation program called the Teacher Effectiveness Model based on Charlotte Danielson's Framework for Teaching. The ultimate goal of the new model is to increase student achievement through improved formative and summative teacher evaluation system designed to give teachers timely and researched based feedback on their teaching performance. In addition, student growth is a component of the model, so student achievement has a direct impact on the evaluation of a teacher's job performance.

The Leadership Team concluded that the teaching staff needed to be fully trained on the new evaluation model so professional development days were dedicated to that end during the 2013-14 school year with the new evaluation model implemented during the 2014-15 school year.

A second example is what is planned for the 2015-16 school year. Baltic Elementary intends to implement a new assessment model to monitor student progress in math and reading. Professional development time

will be dedicated to training teachers to use the new assessment model so that they can use student progress data to revise instruction to improve individual and group student achievement.

The second part of our professional development program is individual professional development plans. Once a teacher receives tenure, every other year they develop a personal professional development plan in which they focus on a new concept to improve instruction and student achievement. As part of the PDP, teachers can apply for professional leave to attend workshops or trainings to help them achieve their personal professional development plan.

The strength of our professional development program is that it focuses on improving student achievement while being flexible enough to meet the changing needs of our students and school.

4. School Leadership

The leadership structure of Baltic Elementary begins with the Baltic School Board, who are elected by the voters of the school district, and are ultimately responsible for what transpires in all schools in the district. The next step down in the leadership structure is the superintendent of the school district, and that individual also serves as the principal of Baltic Elementary. If the school budget allowed, it would be ideal to have an elementary principal who is not also the district superintendent. That is not reality, however, but hopefully as the district grows, it will be seriously considered in the future.

The fact that Baltic Elementary students achieve at a high level even though the principal also wears the superintendent hat is a testament to the abilities and efforts of the teaching staff. Each year a Leadership Team is formed comprised of the superintendent/elementary principal and four elementary teachers. The Leadership Team begins meeting in the summer prior to the start of the school year to plan professional development activities, and to address key issues for the upcoming school year. Positions on the Leadership are rotated with two new teachers coming on and going off the Team each year. This gives all teachers leadership opportunities within a few years. The Leadership Team meets periodically during the school year to discuss on-going issues and to plan for the next school year.

While it may seem like a top-down leadership structure, nothing could be further than the truth. With Baltic Elementary being a two-section school, we are small enough that it is possible and at times advantageous to include all teachers in the decision-making process. The entire Baltic Elementary staff meets every Tuesday morning prior to school to plan for the week and upcoming events, and to discuss important issues. One of our strengths is that all staff members feel comfortable in expressing their opinions, and through these discussions consensus is reached and buy-in achieved.

One example of how the inclusive leadership structure positively affects student achievement is the decision to change our small group literacy program. A few years ago, we recognized there was a lack of consistency in our literacy instruction. The entire elementary staff studied the issue and collectively decided to implement the Sonday phonics program. At the end of last school year, the effectiveness of how Sonday was being implemented was questioned, and the entire staff made the decision to make changes to the program. These changes have led to more intense instruction for students who are below grade level. While quantitative data is not yet available on the impact of the changes, at the conclusion of the school year that data will be studied and additional changes made if necessary.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Dakota STEP</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level 3 and above	89	82	86	83	81
Level 4	44	28	43	35	20
Number of students tested	32	39	28	23	43
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 and above	0	50			80
Level 4		10			20
Number of students tested		11			11
2. Students receiving Special Education					
Level 3 and above					
Level 4					
Number of students tested					
3. English Language Learner Students					
Level 3 and above					
Level 4					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 and above					
Level 4					
Number of students tested					
5. African- American Students					
Level 3 and above					
Level 4					
Number of students tested					
6. Asian Students					
Level 3 and above					
Level 4					
Number of students tested					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
7. American Indian or Alaska Native Students					
Level 3 and above					
Level 4					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 and above					
Level 4					
Number of students tested					
9. White Students					
Level 3 and above	90	85	84	83	81
Level 4	45	31	42	35	21
Number of students tested	32	36	27	22	41
10. Two or More Races identified Students					
Level 3 and above					
Level 4					
Number of students tested					
11. Other 1: Other 1					
Level 3 and above					
Level 4					
Number of students tested					
12. Other 2: Other 2					
Level 3 and above					
Level 4					
Number of students tested					
13. Other 3: Other 3					
Level 3 and above					
Level 4					
Number of students tested					

NOTES: For Free and reduced meals/disadvantaged students, for years 2012-13, 2010-11 and 2009-10, our N-size was less than 10, and in that situation, the State does not provide us with the percentage of students who score Level 3 or 4, so there is no way we can provide that information.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Dakota STEP</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level 3 and above	95	100	92	84	88
Level 4	34	48	57	36	35
Number of students tested	38	29	23	41	35
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 and above					
Level 4					
Number of students tested					
2. Students receiving Special Education					
Level 3 and above					
Level 4					
Number of students tested					
3. English Language Learner Students					
Level 3 and above					
Level 4					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 and above					
Level 4					
Number of students tested					
5. African- American Students					
Level 3 and above					
Level 4					
Number of students tested					
6. Asian Students					
Level 3 and above					
Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 and above					
Level 4					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 and above					
Level 4					
Number of students tested					
9. White Students					
Level 3 and above	94	100	95	85	90
Level 4	37	50	59	36	34
Number of students tested	35	27	22	41	33
10. Two or More Races identified Students					
Level 3 and above					
Level 4					
Number of students tested					
11. Other 1: Other 1					
Level 3 and above					
Level 4					
Number of students tested					
12. Other 2: Other 2					
Level 3 and above					
Level 4					
Number of students tested					
13. Other 3: Other 3					
Level 3 and above					
Level 4					
Number of students tested					

NOTES: For Free and reduced meals/disadvantaged students, for years where no percentages are entered, our N-size was less than 10, and in that situation, the State does not provide us with the percentage of students who score Level 3 or 4, so there is no way we can provide that information.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Dakota STEP</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level 3 and above	88	96	83	81	83
Level 4	16	48	45	35	17
Number of students tested	32	23	42	35	28
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	0	0	6	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 and above			71	60	
Level 4			21	10	
Number of students tested			14	11	
2. Students receiving Special Education					
Level 3 and above					
Level 4					
Number of students tested					
3. English Language Learner Students					
Level 3 and above					
Level 4					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 and above					
Level 4					
Number of students tested					
5. African- American Students					
Level 3 and above					
Level 4					
Number of students tested					
6. Asian Students					
Level 3 and above					
Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 and above					
Level 4					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 and above					
Level 4					
Number of students tested					
9. White Students					
Level 3 and above	87	94	85	82	86
Level 4	16	59	49	35	19
Number of students tested	28	22	38	35	27
10. Two or More Races identified Students					
Level 3 and above					
Level 4					
Number of students tested					
11. Other 1: Other 1					
Level 3 and above					
Level 4					
Number of students tested					
12. Other 2: Other 2					
Level 3 and above					
Level 4					
Number of students tested					
13. Other 3: Other 3					
Level 3 and above					
Level 4					
Number of students tested					

NOTES: For Free and reduced meals/disadvantaged students, for years where no data is entered, our N-size was less than 10, and in that situation, the State does not provide us with the percentage of students who score Level 3 or 4, so there is no way we can provide that information.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Dakota STEP</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level 3 and above	81	87	86	82	87
Level 4	44	33	43	43	39
Number of students tested	32	39	28	23	43
Percent of total students tested	100	97	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 and above		80			80
Level 4		20			13
Number of students tested	0	11	0	0	11
2. Students receiving Special Education					
Level 3 and above					
Level 4					
Number of students tested					
3. English Language Learner Students					
Level 3 and above					
Level 4					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 and above					
Level 4					
Number of students tested					
5. African- American Students					
Level 3 and above					
Level 4					
Number of students tested					
6. Asian Students					
Level 3 and above					
Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 and above					
Level 4					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 and above					
Level 4					
Number of students tested					
9. White Students					
Level 3 and above	84	88	84	82	86
Level 4	45	31	42	43	38
Number of students tested	32	36	27	22	41
10. Two or More Races identified Students					
Level 3 and above					
Level 4					
Number of students tested					
11. Other 1: Other 1					
Level 3 and above					
Level 4					
Number of students tested					
12. Other 2: Other 2					
Level 3 and above					
Level 4					
Number of students tested					
13. Other 3: Other 3					
Level 3 and above					
Level 4					
Number of students tested					

NOTES: For Free and reduced meals/disadvantaged students, for years 2012-13, 2010-11 and 2009-10, our N-size was less than 10, and in that situation, the State does not provide us with the percentage of students who score Level 3 or 4, so there is no way we can provide that information.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Dakota STEP</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level 3 and above	92	93	82	79	82
Level 4	42	62	52	29	38
Number of students tested	38	29	23	41	35
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 and above				58	0
Level 4				0	0
Number of students tested				16	
2. Students receiving Special Education					
Level 3 and above					
Level 4					
Number of students tested					
3. English Language Learner Students					
Level 3 and above					
Level 4					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 and above					
Level 4					
Number of students tested					
5. African- American Students					
Level 3 and above					
Level 4					
Number of students tested					
6. Asian Students					
Level 3 and above					
Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 and above					
Level 4					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 and above					
Level 4					
Number of students tested					
9. White Students					
Level 3 and above	94	96	87	82	85
Level 4	40	64	55	31	41
Number of students tested	35	27	22	41	33
10. Two or More Races identified Students					
Level 3 and above					
Level 4					
Number of students tested					
11. Other 1: Other 1					
Level 3 and above					
Level 4					
Number of students tested					
12. Other 2: Other 2					
Level 3 and above					
Level 4					
Number of students tested					
13. Other 3: Other 3					
Level 3 and above					
Level 4					
Number of students tested					

NOTES: For Free and reduced meals/disadvantaged students, for years where no data is entered, our N-size was less than 10, and in that situation, the State does not provide us with the percentage of students who score Level 3 or 4, so there is no way we can provide that information.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Dakota STEP</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level 3 and above	88	78	81	79	82
Level 4	28	43	33	29	38
Number of students tested	32	23	42	35	28
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	0	0	6	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 and above			71	70	
Level 4			21	10	
Number of students tested			14	11	
2. Students receiving Special Education					
Level 3 and above					
Level 4					
Number of students tested					
3. English Language Learner Students					
Level 3 and above					
Level 4					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 and above					
Level 4					
Number of students tested					
5. African- American Students					
Level 3 and above					
Level 4					
Number of students tested					
6. Asian Students					
Level 3 and above					
Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 and above					
Level 4					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 and above					
Level 4					
Number of students tested					
9. White Students					
Level 3 and above	87	82	82	82	85
Level 4	29	45	36	31	41
Number of students tested	28	22	38	35	27
10. Two or More Races identified Students					
Level 3 and above					
Level 4					
Number of students tested					
11. Other 1: Other 1					
Level 3 and above					
Level 4					
Number of students tested					
12. Other 2: Other 2					
Level 3 and above					
Level 4					
Number of students tested					
13. Other 3: Other 3					
Level 3 and above					
Level 4					
Number of students tested					

NOTES: For Free and reduced meals/disadvantaged students, for years where no data is entered, our N-size was less than 10, and in that situation, the State does not provide us with the percentage of students who score Level 3 or 4, so there is no way we can provide that information.